

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 6**

Grade 6  Grade Level Content Expectation (GLCE)	Grade 6  Extended Grade Level Content Expectation (EGLCE)	Level Assessed  Classroom/LEA/ISD and/or State
<b>WORD STUDY</b>		
<b>R.WS.06.01</b> Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	<b>R.WS.06.EG01</b> Utilize letter and word level clues, semantic, and syntactic cues to recognize words and recognize frequently encountered words in text even when those words are encountered out of context.	Classroom/LEA/ISD and State
<b>R.WS.06.02</b> Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication).	<b>R.WS.06.EG02</b> Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Classroom/LEA/ISD and State
<b>R.WS.06.03</b> Recognize frequently encountered words automatically.	<b>R.WS.06.EG03</b> Progress to automatically read by sight the 1000 Dolch first words and other frequently encountered vocabulary.	Classroom/LEA/ISD and State
<b>R.WS.06.04</b> Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).	<b>R.WS.06.EG04</b> Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.	Classroom/LEA/ISD and State
<b>R.WS.06.05</b> Apply strategies to construct meaning and identify unknown words.	<b>R.WS.06.EG05</b> Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using —knowledge of language —sound/symbol/structural relationships —context.	Classroom/LEA/ISD and State

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<b>R.WS.06.06</b> Read fluently sixth grade level texts (increasingly demanding texts read with fluency as the year proceeds).	<b>R.WS.06.EG06</b> Apply the following aspects of fluency —pauses and emphasis —punctuation cues —intonation —recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	Classroom/LEA/ISD
<b>R.WS.06.07</b> Use strategies (e.g., connotation, denotation) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms)	<b>R.WS.06.EG07</b> Determine the meaning of words and phrases in context, such as —synonyms, homonyms, multiple meaning words and using strategies and resources, such as —context clues, concept mapping, dictionary.	Classroom/LEA/ISD and State
<b>NARRATIVE TEXT</b>		
<b>R.NT.06.01</b> Describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair.	<b>R.NT.06.EG01</b> Begin to identify how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	Classroom/LEA/ISD and State
<b>R.NT.06.02</b> Analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action).	<b>R.NT.06.EG02</b> Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	Classroom/LEA/ISD and State
<b>R.NT.06.03</b> Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.	<b>R.NT.06.EG03</b> Identify and describe characters' thoughts and motivations, story level themes, main idea, and lesson/moral (e.g., fable) in narrative text.	Classroom/LEA/ISD and State
<b>R.NT.06.04</b> Analyze how authors use dialogue, imagery, and understatement to develop plot.	<b>R.NT.06.EG04</b> Identify authors' purposes, and begin to explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal character traits.	Classroom/LEA/ISD and State

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<b>INFORMATIONAL TEXT</b>		
<b>R.IT.06.01</b> Analyze elements and style of informational genre (e.g., research report, how-to-articles, essays).	<b>R.IT.06.EG01</b> Identify and describe a variety of informational/functional genre, such as —textbooks —encyclopedias —magazines.	Classroom/LEA/ISD and State
<b>R.IT.06.02</b> Analyze organizational patterns.	<b>R.IT.06.EG02</b> Identify informational text patterns, such as —problem/solution —sequential —compare/contrast —descriptive.	Classroom/LEA/ISD and State
<b>R.IT.06.03</b> Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices).	<b>R.IT.06.EG03</b> Identify authors' purposes and explain how authors use text features, (e.g., titles, headings and subheadings, time lines, prefaces, indices, and table of content) to enhance understanding of informational and functional text.	Classroom/LEA/ISD and State

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<b>COMPREHENSION</b>		
<b>R.CM.06.01</b> Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.	<b>R.CM.06.EG01</b> Connect personal knowledge, experience and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.	<b>Classroom/LEA/ISD and State</b>
<b>R.CM.06.02</b> Read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text.	<b>R.CM.06.EG02</b> Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional texts.	<b>Classroom/LEA/ISD and State</b>
<b>R.CM.06.03</b> State global themes, universal truths, and principles within and across texts to create a deeper understanding.	<b>R.CM.06.EG03</b> Begin to compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding, such as —a narrative to an informational text —a literature selection to a subject area text —an historical event to a current event.	<b>Classroom/LEA/ISD and State</b>
<b>R.CM.06.04</b> Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.	<b>R.CM.06.EG04</b> Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	<b>Classroom/LEA/ISD and State</b>

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<b>METACOGNITION</b>		
<b>R.MT.06.01</b> Independently self-monitor Comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	<b>R.MT.06.EG01</b> Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, such as —predicting —constructing mental images —representing ideas in text —questioning, —rereading or listening again —inferring —summarizing.	Classroom/LEA/ISD
<b>R.MT.06.02</b> Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides).	<b>R.MT.06.EG02</b> With assistance as needed, plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern.	Classroom/LEA/ISD
<b>CRITICAL STANDARDS</b>		
<b>R.CS.06.01</b> Compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.	<b>R.CS.06.EG01</b> Develop, discuss, and begin to apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	Classroom/LEA/ISD

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<b>READING ATTITUDE</b>		
<b>R.AT.06.01</b> Be enthusiastic about reading and do substantial reading on their own.	<b>R.AT.06.EG01</b> Be enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
<b>WRITING GENRES</b>		
<b>W.GN.06.01</b> Write a cohesive narrative piece (e.g., personal narrative, adventure, tall tale, folk tale, fantasy) that includes elements of characterization for major and minor characters, internal and/or external conflict, and address issues of plot, theme, and imagery.	<b>W.GN.06.EG01</b> Write a personal narrative that —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events.	Classroom/LEA/ISD and State
<b>W.GN.06.02</b> Write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas.	<b>W.GN.06.EG02</b> Write an informational piece that focuses on a functional activity using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
<b>W.GN.06.03</b> Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.	<b>W.GN.06.EG03</b> Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of electronic and print resources to gather and organize information.	Classroom/LEA/ISD

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<b>WRITING PROCESS</b>		
<b>W.PR.06.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	<b>W.PR.06.EG01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Classroom/LEA/ISD and State
<b>W.PR.06.02</b> Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational text (e.g., problem/ solution, and sequence).	<b>W.PR.06.EG02</b> Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).	Classroom/LEA/ISD
<b>W.PR.06.03</b> Review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics.	<b>W.PR.06.EG03</b> Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	Classroom/LEA/ISD
<b>W.PR.06.04</b> Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example).	<b>W.PR.06.EG04</b> Write several connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
<b>W.PR.06.05</b> Edit their writing using proofreaders' checklists both individually and in peer editing groups.	<b>W.PR.06.EG05</b> Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Classroom/LEA/ISD

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<b>PERSONAL STYLE</b>		
<b>W.PS.06.01</b> Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	<b>W.PS.06.EG01</b> Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	Classroom/LEA/ISD and State
<b>GRAMMAR AND USAGE</b>		
<b>W.GR.06.01</b> In the context of their writing, use style conventions (e.g., mla) and a variety of grammatical structures in their writing including indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes.	<b>W.GR.06.EG01</b> Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Classroom/LEA/ISD and State
<b>SPELLING</b>		
<b>W.SP.06.01</b> Spell frequently misspelled words correctly (e.g., their, there, they're) in the context of their own writing.	<b>W.GR.06.EG01</b> Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Classroom/LEA/ISD and State
<b>HANDWRITING</b>		
<b>W.HW.06.01</b> Be legible in their compositions.	<b>W.HW.06.EG01</b> Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD



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<b>WRITING ATTITUDE</b>		
<b>W.AT.06.01</b> Be enthusiastic about writing.	<b>W.AT.06.EG01</b> Be enthusiastic about writing and learning how to write.	Classroom/LEA/ISD
<b>SPEAKING CONVENTIONS</b>		
<b>S.CN.06.01</b> Ask and respond to questions and remarks to engage the audience when presenting texts.	<b>S.CN.06.EG01</b> Express time relationships using correct verb tenses.	Classroom/LEA/ISD
<b>S.CN.06.02</b> Use rhyme, rhythm, cadence, and word play for effect when presenting.	<b>S.CN.06.EG02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting on the playground and in the classroom.	Classroom/LEA/ISD
<b>S.CN.06.03</b> Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	<b>S.CN.06.EG03</b> Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	Classroom/LEA/ISD

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<b>SPOKEN DISCOURSE</b>		
<b>S.DS.06.01</b> Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	<b>S.DS.06.EG01</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting on the playground and in the classroom.	Classroom/LEA/ISD
<b>S.DS.06.02</b> Discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme.	<b>S.DS.06.EG02</b> Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD and State
<b>S.DS.06.03</b> Discuss their written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, suspense).	<b>S.DS.06.EG03</b> Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme).	Classroom/LEA/ISD and State
<b>S.DS.06.04</b> Plan a focused and coherent oral presentation using an informational text pattern (e.g., problem/solution sequence), select a focus question to address, and organize the message to ensure that it matches the intent and the audience to which it will be delivered.	<b>S.DS.06.EG04</b> With assistance as needed, plan and deliver presentations using an effective informational organizational pattern, such as —descriptive —problem/solution —cause and effect —supportive facts and —details reflecting a variety of resources.	Classroom/LEA/ISD

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<b>LISTENING AND VIEWING CONVENTIONS</b>		
<b>L.CN.06.01</b> Respond to, evaluate, and analyze speeches and presentations delivered by peers.	<b>L.CN.06.EG01</b> Respond to questions asked of them, providing an appropriate level of detail.	Classroom/LEA/ISD
<b>L.CN.06.02</b> Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.	<b>L.CN.06.EG02</b> Listen and interact appropriately and view knowledgeably.	Classroom/LEA/ISD
<b>RESPONSE</b>		
<b>L.RP.06.01</b> Summarize, take notes on key points, and ask clarifying questions.	<b>L.RP.06.EG01</b> Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	Classroom/LEA/ISD
<b>L.RP.06.02</b> Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>L.RP.06.EG02</b> Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
<b>L.RP.06.03</b> Identify a speaker's affective communications expressed through tone, mood, and emotional cues.	<b>L.RP.06.EG03</b> Retell what a speaker said, paraphrasing and explaining the gist or main idea; then extend by connecting and relating personal experiences.	Classroom/LEA/ISD and State
<b>L.RP.06.04</b> Relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communication (e.g., eye contact, posture, gestures).	<b>L.RP.06.EG04</b> Distinguish between a speaker's verbal and non-verbal communication strategies.	Classroom/LEA/ISD

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<b>L.RP.06.05</b> Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.	<b>L.RP.06.EG05</b> Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	Classroom/LEA/ISD and State
<b>L.RP.06.06</b> Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.	<b>L.RP.06.EG06</b> Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	Classroom/LEA/ISD
<b>L.RP.06.07</b> Identify persuasive and propaganda techniques used in television, and identify false and misleading information.	<b>L.RP.06.EG07</b> Begin to demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.	Classroom/LEA/ISD